

Lesson Plans for New Hello! Prep 1 - Term 2

Unit 7: Helping Each Other to Learn

Lesson 1: What Helps Us to Learn?

Learning Objectives:

Identify key vocabulary related to learning habits.

Understand collocations (e.g., take a break, make notes).

Use Wh-object questions in the present and past.

Teaching Strategies:

Pair Work

Brainstorming

Discussion

Cooperative Learning

Problem Solving

Review & Warm-up (Time: 10 minutes):

Review: Ask students about their daily study routines.

Warm-up: Display images of study activities (e.g., underlining text, making notes) and discuss them.

Presentation (Time: 20 minutes):

New Vocabulary: highlight, underline, make notes, take a break, think about.

Structure: Wh-object questions (e.g., What do you use to study? What did students use before computers?).

Language Functions: Discussing learning habits and preferences.

Practice (Time: 15 minutes):

Pair students to role-play asking and answering questions about their study habits using the new vocabulary.

Compare responses to the two forum posts in the textbook (SB Pages 4-5).

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Cards

Audio Recording

Home Assignment:

Write five sentences about how you learn and underline the new vocabulary.

Evaluation:

Mr Amr Fadi Alazizy

Some students need focus on: Asking Wh-questions correctly.

Lesson 2: Learning in an Environmentally Friendly Way

Learning Objectives:

Learn vocabulary related to eco-friendly study habits.

Understand and form Wh-object questions in the present and past.

Read and analyze an article about eco-friendly study habits.

Teaching Strategies:

Group Work

Problem Solving

Discussion

Discovery Learning

Review & Warm-up (Time: 10 minutes):

Review: Recall study routines from Lesson 1.

Warm-up: Discuss actions students can take to protect the environment while studying (e.g., using less paper).

Presentation (Time: 20 minutes):

New Vocabulary: eco-friendly, recycled materials, reduce, waste, save.

Structure: Wh-object questions in present and past (e.g., What materials do you use to study? What did students use before computers?).

Language Functions: Discussing eco-friendly habits and comparing past and present study methods.

Practice (Time: 15 minutes):

Pair students to discuss and write down eco-friendly study tips.

Complete exercises from the Student Book to reinforce question forms and vocabulary.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Cards

Visual aids (pictures of eco-friendly study habits).

Home Assignment:

Write a short paragraph describing one action you will take to study in an eco-friendly way.

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Evaluation:

Some students need focus on: Forming and answering Wh-object questions accurately.

Lesson 3: Fact or Opinion

Learning Objectives:

Identify the difference between facts and opinions.

Use critical thinking to analyze statements about the brain.

Write a blog post providing learning tips.

Teaching Strategies:

Pair Work

Brainstorming

Critical Thinking

Co-operative Learning

Review & Warm-up (Time: 10 minutes):

Review: Ask students to recall eco-friendly learning tips from Lesson 2.

Warm-up: Present a few statements (e.g., The brain controls our body, Studying is boring). Ask students to identify them as facts or opinions.

Presentation (Time: 20 minutes):

New Vocabulary: fact, opinion, brain, connections, active.

Structure: Using facts and opinions to write descriptive sentences.

Language Functions: Understanding and discussing the brain's role in learning.

Practice (Time: 15 minutes):

Read and discuss the article about facts and opinions on SB Pages 8-9.

Use the checklist in the Student Book to classify statements as facts or opinions.

Guide students to write a short blog post with learning tips based on facts.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Visual aids (images of the brain and neurons).

Home Assignment:

Write three sentences about learning habits: one fact and two opinions.

Mr Amr Fadi Alazizy

Evaluation:

Some students need focus on: Differentiating between facts and opinions.

Lesson 4: Learning Something New

Learning Objectives:

Use vocabulary related to learning new skills.

Form and use defining relative clauses (who, which, that, where, when, whose).

Listen and understand a conversation about learning something new.

Teaching Strategies:

Group Work

Problem Solving

Role Play

Brainstorming

Review & Warm-up (Time: 10 minutes):

Review: Recall the difference between facts and opinions from Lesson 3.

Warm-up: Show a picture of someone learning a new skill (e.g., riding a bike).

Discuss what the person is doing and how they might feel.

Presentation (Time: 20 minutes):

New Vocabulary: skill, learn, try, practice, patient, successful.

Structure: Defining relative clauses (e.g., This is the person who taught me to swim.).

Language Functions: Describing new skills and experiences.

Practice (Time: 15 minutes):

Students listen to a conversation about learning a new skill and answer comprehension questions.

Practice forming sentences with defining relative clauses in pairs.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Audio Recording

Board

Cards

Home Assignment:

Mr Amr Fadel Alazizy

Write five sentences about a skill you recently learned using defining relative clauses.

Evaluation:

Some students need focus on: Correct usage of defining relative clauses.

Lesson 5: Literature – An Afternoon with My Grandmother

Learning Objectives:

Read and understand a reflective journal entry.

Predict the topic of a text using a photo.

Discuss the importance of cultural traditions and family learning experiences.

Teaching Strategies:

Pair Work

Discussion

Co-operative Learning

Brainstorming

Review & Warm-up (Time: 10 minutes):

Review: Recall defining relative clauses and their use from Lesson 4.

Warm-up: Show pictures of family members teaching a skill (e.g., cooking or crafting). Discuss their importance.

Presentation (Time: 20 minutes):

New Vocabulary: bead, craft, tradition, rhythm, patience, proud.

Structure: Phrases for reflecting on personal experiences (e.g., Today, I learned...).

Language Functions: Sharing personal experiences and describing traditions.

Practice (Time: 15 minutes):

Read the reflective journal entry on SB Pages 12-13.

Students work in pairs to discuss the moral of the story and how it relates to their lives.

Match vocabulary words to their meanings using context clues.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Visual aids (cultural crafts and traditions).

Home Assignment:

Mr Amr Fadi Alazizy

Write a short paragraph about something a family member taught you. Use phrases like I learned..., I felt proud when..., Today I realized....

Evaluation:

Some students need focus on: Understanding and discussing reflective writing.

Unit 8: New Life in Old Cities

Lesson 1: Planning for Our Future

Learning Objectives:

Learn vocabulary related to city planning and growth.

Skim a text for the main idea.

Discuss the importance of planning for the future of cities.

Teaching Strategies:

Pair Work

Problem Solving

Discussion

Discovery Learning

Review & Warm-up (Time: 10 minutes):

Review: Recall past lessons discussing cities and their challenges.

Warm-up: Show images of cities and countryside areas. Ask students to discuss what they like about each.

Presentation (Time: 20 minutes):

New Vocabulary: countryside, facilities, growth, construction, population, city planning.

Structure: Describing city features and issues using appropriate vocabulary.

Language Functions: Expressing ideas about future city planning.

Practice (Time: 15 minutes):

Students work in pairs to skim the text on SB Pages 16-17 and identify the main ideas.

Discuss as a class why city planning is important for future growth.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Mr Amr Fadel Alazizy

Visual aids (photos of cities and countryside).

Home Assignment:

Write a short paragraph describing one feature you would like to see in your city in the future.

Evaluation:

Some students need focus on: Skimming texts effectively to identify the main idea.

Unit 8: New Life in Old Cities

Lesson 2: Helping Out

Learning Objectives:

Learn vocabulary related to volunteering and helping in the community.

Understand and use the past simple and past continuous.

Discuss the benefits of volunteering.

Teaching Strategies:

Pair Work

Group Discussion

Co-operative Learning

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall activities students do to help their families or school.

Warm-up: Present pictures of volunteering activities and ask students to describe them.

Presentation (Time: 20 minutes):

New Vocabulary: volunteer, wildlife, environment, hiking path, clean up.

Structure: Past simple vs. past continuous (e.g., We cleaned the path while it was raining).

Language Functions: Talking about past volunteering experiences.

Practice (Time: 15 minutes):

Students read and discuss the blog posts about volunteering on SB Pages 18-19.

Role-play a conversation about volunteering experiences using the past simple and past continuous.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Mr Amr Fadel Alazizy

Board

Photos of volunteering activities

Home Assignment:

Write a short paragraph about a volunteering experience or one you would like to have.

Evaluation:

Some students need focus on: Using the past continuous correctly in sentences.

Lesson 3: Towns and Cities Around the World

Learning Objectives:

Learn vocabulary related to towns, cities, and their features.

Collaborate in teams to develop creative solutions to urban challenges.

Present a proposal for a solution to an issue affecting their city.

Teaching Strategies:

Group Work

Problem Solving

Brainstorming

Collaboration

Review & Warm-up (Time: 10 minutes):

Review: Recall previous discussions about city planning and community challenges.

Warm-up: Show images of towns and cities from around the world. Discuss what makes them unique.

Presentation (Time: 20 minutes):

New Vocabulary: population, facilities, pollution, transportation, growth, solutions.

Structure: Describing urban challenges and proposing solutions.

Language Functions: Expressing ideas collaboratively and creatively.

Practice (Time: 15 minutes):

Students work in groups to brainstorm solutions to a problem in their city (e.g., traffic, lack of parks).

Use a flow chart to organize ideas and present them to the class.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Mr Amr Fadi Alazizy

Textbook

Board

Photos of urban landscapes

Home Assignment:

Write a paragraph describing the solution your group discussed in class and why it would work.

Evaluation:

Some students need focus on: Organizing and presenting ideas clearly.

Lesson 4: Then and Now

Learning Objectives:

Use the past continuous with when and while to describe past actions.

Develop listening skills to extract specific information.

Compare life in towns and cities in the past and present.

Teaching Strategies:

Pair Work

Listening Practice

Discussion

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall past lessons discussing urban development and its challenges.

Warm-up: Present a few statements (e.g., The brain controls our body /

Studying is boring). Ask students to identify them as facts or opinions.

Presentation (Time: 20 minutes):

New Vocabulary: stalls, markets, busy, quiet, conversation, lifestyle.

Structure: Past continuous with when and while (e.g., I was reading while they were talking).

Language Functions: Discussing changes in lifestyles and environments.

Practice (Time: 15 minutes):

Students listen to a dialogue about a market and answer comprehension questions.

In pairs, role-play conversations about life in a town or city in the past compared to now.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Mr Amr Fadi Alazizy

Textbook

Board

Audio Recording

Home Assignment:

Write five sentences comparing life in the past and present using when and while.

Evaluation:

Some students need focus on: Using past continuous with when and while correctly.

Lesson 5: Literature – Adam and Amira

Learning Objectives:

Read and understand a story about teamwork and community building.

Use context clues to understand the meaning of new words.

Reflect on the importance of contributing to one's community.

Teaching Strategies:

Group Work

Reading Practice

Role Play

Discussion

Review & Warm-up (Time: 10 minutes):

Review: Recall previous lessons about changes in cities and teamwork.

Warm-up: Show pictures of community activities (e.g., building a playground, planting trees) and discuss their significance.

Presentation (Time: 20 minutes):

New Vocabulary: teamwork, contribute, construction, playground, fascinated, proud.

Structure: Using descriptive sentences to narrate community activities.

Language Functions: Discussing the moral of the story and its relevance to daily life.

Practice (Time: 15 minutes):

Students read the story Adam and Amira on SB Pages 24-25 and answer comprehension questions.

Discuss as a class how teamwork can improve communities.

Resources Needed:

Student Book

Teacher's Guide

EKB

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Teaching Aids:

Textbook

Board

Visual aids (pictures of community projects).

Home Assignment:

Write a short paragraph about a time you worked in a team and how it helped achieve a goal.

Evaluation:

Some students need focus on: Understanding and reflecting on the story's moral.

Unit 9: Plans with Friends

Lesson 1: How I Spend My Time

Learning Objectives:

Learn vocabulary to describe feelings (e.g., nervous, excited, afraid).

Scan text messages for specific information (e.g., days, times, and places).

Discuss daily routines and feelings.

Teaching Strategies:

Pair Work

Scanning Practice

Discussion

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall previous lessons about daily activities.

Warm-up: Show images depicting various emotions. Ask students to identify and describe how the people feel.

Presentation (Time: 20 minutes):

New Vocabulary: nervous, excited, afraid, angry, pleased, worried, surprised.

Structure: Describing feelings and activities.

Language Functions: Discussing emotions and plans.

Practice (Time: 15 minutes):

Students read the text messages on SB Pages 28-29 and identify days, times, and places mentioned.

In pairs, role-play sending and receiving text messages about their plans and emotions.

Resources Needed:

Mr Amr Fadi Alazizy

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Emotion flashcards

Home Assignment:

Write a short conversation between two friends planning an activity, using the new vocabulary for feelings.

Evaluation:

Some students need focus on: Accurately describing feelings in sentences.

Lesson 2: Real or Fake Friends

Learning Objectives:

Understand the difference between real and fake friendships through a story.

Learn and use future forms (will and going to).

Discuss characteristics of a good friend.

Teaching Strategies:

Pair Work

Storytelling

Brainstorming

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall key vocabulary about feelings from Lesson 1.

Warm-up: Ask students to list characteristics of a good friend and a bad friend.

Presentation (Time: 20 minutes):

New Vocabulary: friendship, trust, loyalty, argue, honest, support.

Structure: Future forms (will and going to).

Language Functions: Discussing friendships and future actions.

Practice (Time: 15 minutes):

Students read and analyze the story on SB Pages 30-31, answering comprehension questions.

In pairs, role-play a conversation about planning an activity with a friend, using will and going to.

Resources Needed:

Student Book

Teacher's Guide

Mr Amr Fadi Alazizy

EKB

Teaching Aids:

Textbook

Board

Visual aids (illustrations of friends in different scenarios).

Home Assignment:

Write a short paragraph describing what you will do with a friend this weekend, using will and going to.

Evaluation:

Some students need focus on: Correctly using future forms in conversations.

Unit 10: The Online Generation

Lesson 1: Spending Time Online

Learning Objectives:

Learn vocabulary related to online activities (e.g., account, screen, private).

Identify facts and opinions about screen time usage.

Discuss the positive and negative effects of spending time online.

Teaching Strategies:

Pair Work

Brainstorming

Discussion

Problem Solving

Review & Warm-up (Time: 10 minutes):

Review: Recall past lessons about communication and social media.

Warm-up: Show images of online activities (e.g., gaming, watching videos) and discuss them.

Presentation (Time: 20 minutes):

New Vocabulary: account, screen, private, send, request, upload.

Structure: Identifying synonyms and antonyms related to technology.

Language Functions: Expressing opinions about online habits.

Practice (Time: 15 minutes):

Students read the blog posts on SB Pages 40-41 and identify whether statements are facts or opinions.

Pair students to discuss the pros and cons of spending time online.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Mr Amr Fadel Alazizy

Textbook

Board

Flashcards

Home Assignment:

Write a short paragraph about how you spend your time online and whether you think it's good or bad.

Evaluation:

Some students need focus on: Differentiating between facts and opinions.

Lesson 2: The Effects of Artificial Intelligence

Learning Objectives:

Understand the basic concepts of artificial intelligence.

Use the zero conditional to express general truths and facts.

Discuss the positive and negative effects of artificial intelligence.

Teaching Strategies:

Group Work

Problem Solving

Brainstorming

Discussion

Review & Warm-up (Time: 10 minutes):

Review: Recall previous discussions about online activities and technology.

Warm-up: Show pictures or videos related to artificial intelligence (e.g., robots, smart devices). Discuss the concept in simple terms.

Presentation (Time: 20 minutes):

New Vocabulary: artificial intelligence, robot, smart, program, system, control.

Structure: The zero conditional (e.g., If you use a robot, it works better).

Language Functions: Describing the function of artificial intelligence and its effects.

Practice (Time: 15 minutes):

Students read the article on SB Pages 42-43 and identify examples of the zero conditional.

In groups, students discuss how artificial intelligence can affect daily life, using the zero conditional.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Mr Amr Fadi Alazizy

Textbook

Board

Flashcards

Video clip (if available)

Home Assignment:

Write five sentences using the zero conditional to describe how artificial intelligence can be used.

Evaluation:

Some students need focus on: Using the zero conditional correctly in sentences.

Lesson 3: Evaluating Pros and Cons

Learning Objectives:

Understand how to evaluate the pros and cons of a decision.

Use a chart to organize information and make decisions.

Discuss the advantages and disadvantages of digital technologies.

Teaching Strategies:

Group Work

Critical Thinking

Discussion

Problem Solving

Review & Warm-up (Time: 10 minutes):

Review: Recall the use of zero conditional from Lesson 2.

Warm-up: Show a video or give examples of a decision with pros and cons (e.g., Should we spend more time online?).

Presentation (Time: 20 minutes):

New Vocabulary: pros, cons, evaluate, decision, benefits, disadvantages.

Structure: Organizing ideas in a chart to evaluate pros and cons.

Language Functions: Discussing the positive and negative aspects of a decision.

Practice (Time: 15 minutes):

Students work in groups to complete a pros and cons chart about a digital topic (e.g., Using smartphones, Social media).

Discuss the chart with the class and make a group decision based on the evaluation.

Resources Needed:

Student Book

Teacher's Guide

Mr Amr Fadi Alazizy

EKB

Teaching Aids:

Textbook

Board

Chart paper

Home Assignment:

Choose a digital tool or app and create your own pros and cons chart. Write a paragraph on which side outweighs the other.

Evaluation:

Some students need focus on: Organizing pros and cons clearly in a chart.

Lesson 4: Bad Habits

Learning Objectives:

Understand how habits can affect health and productivity.

Use the first conditional to talk about future consequences.

Discuss digital habits and their impacts on daily life.

Teaching Strategies:

Pair Work

Critical Thinking

Discussion

Problem Solving

Review & Warm-up (Time: 10 minutes):

Review: Recall the vocabulary and structures from previous lessons.

Warm-up: Ask students about their daily screen time habits and how it affects their mood or energy.

Presentation (Time: 20 minutes):

New Vocabulary: habit, effect, screen time, tired, unhealthy, focus.

Structure: First conditional (e.g., If I spend too much time online, I will feel tired).

Language Functions: Discussing the effects of bad digital habits and making predictions for the future.

Practice (Time: 15 minutes):

Students read the article on SB Pages 46-47 about bad habits and answer comprehension questions.

In pairs, students practice forming first conditional sentences based on daily habits (e.g., If I don't take a break, I will get tired).

Resources Needed:

Student Book

Mr Amr Fadi Alazizy

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Flashcards

Home Assignment:

Write five sentences using the first conditional to describe the effects of bad habits and how to improve them.

Evaluation:

Some students need focus on: Using the first conditional correctly in sentences.

Lesson 5: A Digital World

Learning Objectives:

Discuss the concept of the digital world and its influence on daily life.

Use comparative and superlative forms of adjectives (e.g., better, the best).

Debate the pros and cons of living in a highly connected digital world.

Teaching Strategies:

Group Work

Discussion

Debate

Brainstorming

Review & Warm-up (Time: 10 minutes):

Review: Recall the first conditional from the previous lesson.

Warm-up: Show a video or give examples of a decision with pros and cons (e.g., Should we spend more time online?).

Presentation (Time: 20 minutes):

New Vocabulary: digital, connected, internet, social media, online, influence.

Structure: Comparative and superlative adjectives (e.g., The Internet is better than books for finding information).

Language Functions: Discussing advantages and disadvantages of digital life.

Practice (Time: 15 minutes):

Students engage in a debate about the pros and cons of living in a digital world, using comparative and superlative forms.

Pair work: Students write sentences comparing different online activities (e.g., Playing games is more fun than studying online).

Resources Needed:

Mr Amr Fadi Alazizy

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Visual aids (photos, videos about digital life).

Home Assignment:

Write a short paragraph about your opinion on the digital world, using comparative and superlative adjectives.

Evaluation:

Some students need focus on: Correctly using comparative and superlative forms in sentences.

Unit 10: The Online Generation (Continued)

Lesson 6: The Future of Technology

Learning Objectives:

Discuss future technology developments and their potential impact.

Use will and going to for predictions about the future.

Share ideas on how technology will shape their lives.

Teaching Strategies:

Group Work

Brainstorming

Discussion

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall the use of will and going to from previous lessons.

Warm-up: Show images or videos about futuristic technology (e.g., robots, flying cars) and ask students what they think will happen in the future.

Presentation (Time: 20 minutes):

New Vocabulary: future, technology, invention, prediction, machine, smart.

Structure: Using will and going to for future predictions (e.g., In the future, we will have flying cars / People are going to use robots to clean homes).

Language Functions: Making predictions and discussing future possibilities.

Practice (Time: 15 minutes):

Students work in groups to predict future technologies and how they will change daily life, using will and going to.

In pairs, students role-play interviews where they discuss their predictions for the future with a partner.

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Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Visual aids (futuristic technology images or videos).

Home Assignment:

Write five sentences predicting what life will be like in the future using will and going to.

Evaluation:

Some students need focus on: Correctly using will and going to in future predictions.

Unit 11: The World Around Us

Lesson 1: Exploring the World

Learning Objectives:

Learn vocabulary related to geography and the world.

Use prepositions of place (in, on, under, next to).

Identify different countries and places around the world.

Teaching Strategies:

Pair Work

Discussion

Interactive Learning

Brainstorming

Review & Warm-up (Time: 10 minutes):

Review: Recall previous lessons about cities and countries.

Warm-up: Show a world map and ask students to identify countries they know.

Presentation (Time: 20 minutes):

New Vocabulary: country, city, mountain, river, ocean, desert.

Structure: Using prepositions of place (e.g., The river is next to the mountain).

Language Functions: Describing the location of different places.

Practice (Time: 15 minutes):

Students use the world map to identify and describe places using prepositions of place.

In pairs, students ask and answer questions about where different places are located.

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Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

World Map

Home Assignment:

Write five sentences using prepositions of place to describe your home or school.

Evaluation:

Some students need focus on: Using prepositions correctly in sentences.

Lesson 2: Nature's Wonders

Learning Objectives:

Learn vocabulary related to nature and the environment.

Use some and any for countable and uncountable nouns.

Discuss natural wonders around the world.

Teaching Strategies:

Pair Work

Discussion

Interactive Learning

Visual Aids

Review & Warm-up (Time: 10 minutes):

Review: Recall vocabulary related to countries and cities.

Warm-up: Show pictures of famous natural wonders (e.g., the Grand Canyon, the Great Barrier Reef) and ask students if they know them.

Presentation (Time: 20 minutes):

New Vocabulary: mountain, waterfall, forest, ocean, desert, volcano.

Structure: Some and any (e.g., There are some mountains / Are there any forests?).

Language Functions: Asking and answering questions about nature and the environment.

Practice (Time: 15 minutes):

Students complete exercises from SB Pages 54-55, focusing on some and any.

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In pairs, students ask each other about natural wonders they know using the new vocabulary.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Pictures of natural wonders

Home Assignment:

Write five sentences using some and any to describe nature in your country or city.

Evaluation:

Some students need focus on: Correct usage of some and any in questions and statements.

Lesson 3: In the Wild

Learning Objectives:

Learn vocabulary related to animals and their habitats.

Use have and has to describe animals.

Discuss where animals live and what they eat.

Teaching Strategies:

Group Work

Brainstorming

Discussion

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall the vocabulary and structures from previous lessons.

Warm-up: Show pictures of various animals and ask students where they think the animals live.

Presentation (Time: 20 minutes):

New Vocabulary: lion, tiger, elephant, zebra, forest, savanna.

Structure: Using have and has (e.g., The lion has a mane / Elephants have big ears).

Language Functions: Describing animals' physical characteristics and habitats.

Practice (Time: 15 minutes):

Students complete exercises to practice using have and has for animals.

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In groups, students discuss where different animals live and what they eat.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Flashcards of animals

Home Assignment:

Write five sentences about your favorite animal, describing its physical features and where it lives.

Evaluation:

Some students need focus on: Correct use of have and has with animals.

Unit 11: The World Around Us (Continued)

Lesson 4: Climate and Weather

Learning Objectives:

Learn vocabulary related to weather and climate.

Understand the difference between weather and climate.

Use It's and It's going to be for talking about the weather.

Teaching Strategies:

Pair Work

Brainstorming

Discussion

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall vocabulary related to animals and habitats.

Warm-up: Show pictures of different weather conditions (e.g., sunny, rainy, snowy) and ask students to describe them.

Presentation (Time: 20 minutes):

New Vocabulary: weather, sunny, rainy, windy, snowy, stormy, foggy, climate.

Structure: Using It's and It's going to be for the weather (e.g., It's sunny today / It's going to be rainy tomorrow).

Language Functions: Discussing and predicting the weather.

Practice (Time: 15 minutes):

Students complete exercises on SB Pages 64-65 to practice weather vocabulary and sentences.

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In pairs, students role-play a conversation about the weather, using the vocabulary and structures learned.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Flashcards of weather conditions

Home Assignment:

Write a short paragraph about what the weather is like today and what it's going to be like tomorrow.

Evaluation:

Some students need focus on: Using It's and It's going to be for discussing weather.

Lesson 5: The Four Seasons

Learning Objectives:

Learn vocabulary related to the four seasons.

Describe seasonal activities using in and during.

Discuss the effects of the seasons on the environment.

Teaching Strategies:

Pair Work

Brainstorming

Discussion

Visual Learning

Review & Warm-up (Time: 10 minutes):

Review: Recall weather vocabulary and previous discussions on climate.

Warm-up: Show images of the four seasons (e.g., winter, spring, summer, autumn) and ask students what activities they associate with each season.

Presentation (Time: 20 minutes):

New Vocabulary: spring, summer, autumn, winter, temperature, change.

Structure: Using in and during for seasonal activities (e.g., In winter, we can go skiing / During autumn, the leaves fall).

Language Functions: Discussing seasonal changes and activities.

Practice (Time: 15 minutes):

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Students complete exercises on SB Pages 66-67 to practice using in and during with seasonal activities.

In pairs, students discuss their favorite season and what activities they enjoy during that season.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Flashcards of seasonal activities

Home Assignment:

Write five sentences about your favorite season and what you do during that season.

Evaluation:

Some students need focus on: Using in and during correctly for seasonal activities.

Lesson 6: Ways to Save Energy

Learning Objectives:

Learn vocabulary related to energy conservation.

Use should and shouldn't for giving advice.

Discuss simple ways to save energy at home and school.

Teaching Strategies:

Pair Work

Discussion

Brainstorming

Problem Solving

Review & Warm-up (Time: 10 minutes):

Review: Recall vocabulary and structures from previous lessons.

Warm-up: Ask students how they use energy at home and how they think they can save it.

Presentation (Time: 20 minutes):

New Vocabulary: energy, save, turn off, use, light, power, switch.

Structure: Using should and shouldn't for giving advice (e.g., You should turn off the light / You shouldn't waste water).

Language Functions: Giving suggestions to save energy.

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Practice (Time: 15 minutes):

Students complete exercises on SB Pages 68-69, practicing giving advice with should and shouldn't.

In pairs, students role-play giving energy-saving tips to a friend.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Flashcards of energy-saving tips

Home Assignment:

Write five sentences about ways to save energy at home using should and shouldn't.

Evaluation:

Some students need focus on: Correct use of should and shouldn't in giving advice.

Unit 12: Our Earth

Lesson 1: Protecting Our Planet

Learning Objectives:

Learn vocabulary related to environmental protection.

Use can and can't to express abilities.

Discuss ways to protect the Earth and reduce pollution.

Teaching Strategies:

Group Work

Brainstorming

Discussion

Problem Solving

Review & Warm-up (Time: 10 minutes):

Review: Recall vocabulary and structures from previous lessons.

Warm-up: Show images of pollution and ask students how we can reduce it.

Presentation (Time: 20 minutes):

New Vocabulary: recycle, protect, pollution, reduce, environment, waste.

Structure: Using can and can't (e.g., We can recycle plastic / We can't throw trash on the ground).

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Language Functions: Expressing abilities and suggestions for protecting the planet.

Practice (Time: 15 minutes):

Students complete exercises from SB Pages 58-59 to practice can and can't in environmental contexts.

In pairs, students discuss what they can and can't do to help protect the environment.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Flashcards of recycling and environmental actions

Home Assignment:

Write five sentences using can and can't to describe things you can do to help the planet.

Evaluation:

Some students need focus on: Correct use of can and can't in sentences.

Unit 12: Our Earth (Continued)

Lesson 2: The Life Cycle of a Plant

Learning Objectives:

Learn vocabulary related to plant growth.

Understand the life cycle of a plant.

Use sequence words (e.g., first, next, then, finally).

Teaching Strategies:

Pair Work

Visual Learning

Discussion

Discovery

Review & Warm-up (Time: 10 minutes):

Review: Recall previous lessons on protecting the Earth and recycling.

Warm-up: Show images of plant growth stages and ask students about their knowledge of plants.

Presentation (Time: 20 minutes):

New Vocabulary: seed, soil, water, sprout, leaf, flower, fruit.

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Structure: Sequence words for describing a process (e.g., First the seed grows in the soil).

Language Functions: Describing the steps in the plant life cycle.

Practice (Time: 15 minutes):

Students complete exercises on SB Pages 60-61 to reinforce sequence words and plant life cycle stages.

In pairs, students sequence pictures of the plant life cycle and describe the process using sequence words.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

Board

Flashcards of plant stages

Home Assignment:

Write five sentences describing the life cycle of a plant using sequence words.

Evaluation:

Some students need focus on: Using sequence words appropriately in sentences.

Lesson 3: Animals and Their Habitats

Learning Objectives:

Learn vocabulary related to animals and their habitats.

Use where and live to ask and answer questions about animal homes.

Discuss how animals adapt to their environments.

Teaching Strategies:

Pair Work

Discussion

Brainstorming

Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall vocabulary related to animals and their environments.

Warm-up: Show pictures of animals in different habitats and ask students where they think the animals live.

Presentation (Time: 20 minutes):

New Vocabulary: forest, ocean, jungle, desert, habitat, adaptation.

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Structure: Asking and answering questions with where and live (e.g., Where does the lion live? It lives in the savanna.).

Language Functions: Discussing animal habitats and their adaptations.

Practice (Time: 15 minutes):

Students complete exercises about animal habitats on SB Pages 62-63.

In pairs, students ask and answer questions about where different animals live.

Resources Needed: Student Book - Teacher's Guide - EKB

Teaching Aids:

Textbook

Board

Flashcards of animal habitats

Home Assignment:

Write five sentences about your favorite animal and describe where it lives.

Evaluation:

Some students need focus on: Using where and live correctly in questions and answers.

Lesson 4: Climate and Its Effects

Learning Objectives:

Understand the concept of climate and how it affects life on Earth.

Learn vocabulary related to extreme weather and its consequences.

Discuss how different climates shape the way people live.

Teaching Strategies: Group Work - Brainstorming - Critical Thinking - Discussion

Review & Warm-up (Time: 10 minutes):

Review: Recall the differences between weather and climate from previous lessons.

Warm-up: Show pictures of extreme weather conditions (e.g., hurricanes, droughts) and ask students to identify them.

Presentation (Time: 20 minutes):

New Vocabulary: climate, drought, flood, storm, extreme, adapt.

Structure: Describing the impact of climate on people and the environment (e.g., Drought affects farming).

Language Functions: Discussing climate-related challenges.

Practice (Time: 15 minutes):

Students read about different climates and their effects in SB Pages 64-65.

In groups, students discuss how their region's climate affects daily life.

Resources Needed: Student Book - Teacher's Guide - EKB

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Teaching Aids:

Textbook

Board

Pictures of extreme weather conditions

Home Assignment:

Write a short paragraph describing how your local climate affects your daily life.

Evaluation:

Some students need focus on: Explaining the relationship between climate and human activities.

Lesson 5: Sustainable Living

Learning Objectives:

Learn vocabulary related to sustainability and eco-friendly practices.

Use must and mustn't for giving rules and obligations.

Discuss ways to live sustainably and protect the environment.

Teaching Strategies: Pair Work - Group Discussion - Problem Solving

- Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall the previous lesson's discussion on climate-related challenges.

Warm-up: Ask students what they know about recycling and saving resources.

Presentation (Time: 20 minutes):

New Vocabulary: sustainable, recycle, renewable, waste, conserve, eco-friendly.

Structure: Using must and mustn't (e.g., We must conserve water / We mustn't waste electricity).

Language Functions: Giving rules and suggestions for sustainable living.

Practice (Time: 15 minutes):

Students complete exercises in SB Pages 66-67 to practice using must and mustn't.

Role-play: In pairs, students suggest ways to make their school more sustainable.

Resources Needed:

Student Book

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Teaching Aids:

Textbook

Board

Flashcards of sustainable practices

Home Assignment:

Write five sentences using must and mustn't about how to live sustainably.

Evaluation:

Some students need focus on: Using must and mustn't correctly in context.

Unit 12: Our Earth

Mr Amr Fadi Alazizy

Lesson 6: Our Responsibilities

Learning Objectives:

Understand how individual actions can contribute to protecting the Earth.

Use have to and don't have to to express obligations and lack of necessity.

Discuss personal responsibilities for environmental conservation.

Teaching Strategies: Pair Work - Group Discussion – Brainstorming - Role Play

Review & Warm-up (Time: 10 minutes):

Review: Recall sustainable practices discussed in Lesson 5.

Warm-up: Ask students to share one action they already take to protect the environment (e.g., recycling, saving water).

Presentation (Time: 20 minutes):

New Vocabulary: responsibility, obligation, recycle, reduce, reuse, conserve.

Structure: Using have to and don't have to (e.g., We have to recycle plastic / We don't have to use disposable items).

Language Functions: Expressing obligations and personal responsibilities.

Practice (Time: 15 minutes):

Students complete exercises in SB Pages 68-69 to practice using have to and don't have to.

Role-play: In pairs, students discuss their daily responsibilities for protecting the environment.

Resources Needed:

Student Book

Teacher's Guide

EKB

Teaching Aids:

Textbook

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Flashcards of responsibilities and actions

Home Assignment:

Write five sentences about what you have to do and don't have to do to protect the environment.

Evaluation:

Some students need focus on: Correctly using have to and don't have to in sentences.

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